

SPECIAL EDUCATION PERFORMANCE REPORT



June 18, 2007

Commonwealth of Virginia Public Schools

Total Student Enrollment Fall 2005	1,213,767
Total Students with Disabilities Dec. 1, 2005 Child Count	175,730

Indicator 1: Graduation

Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a Standard Diploma or Advanced Studies Diploma, compared to percentage of all youth in Virginia graduating with a Standard or Advanced Studies diploma.

	2004-2005 State Performance	2005-2006 State Performance	2005-2006 State Target	State Target Met
Students with Disabilities in Grade 12 who Graduated	52%	48.6%	55%	No
All Students in Grade 12 who Graduated	86%	85%		

Indicator 2: Dropouts

Percent of youth with Individualized Education Programs (IEPs) dropping out of grades 7-12 compared to the percent of all youth in Virginia dropping out of grades 7-12.

	2004-2005 State Performance	2005-2006 State Performance	2005-2006 State Target	State Target Met
Students with Disabilities Grades 7-12 Who Dropped Out	1.96%	2.23%	1.93%	No
All Students Grades 7-12 Who Dropped Out	1.85%	1.90%		

Indicator 3: Participation and Performance on Statewide Assessments

Participation and performance of children with disabilities on statewide assessments with the percent of districts meeting the State's AYP objectives for the disability subgroup; and the participation rate for children with disabilities; and the proficiency rate for children with disabilities.

Indicator 3a

	2005-2006 State Performance	2005-2006 State Target	State Target Met
Percentage of Divisions that Met AYP Objectives for Students with Disabilities Subgroup	76.50%	64.00%	Yes

Indicator 3b

	2005-2006 State Performance	2005-2006 State Target	State Target Met
Students with Disabilities Participation Rate for English/Reading	100%	95%	Yes
Students with Disabilities Participation Rate for Math	100%	95%	Yes

Indicator 3c

	2005-2006 State Performance	2005-2006 State Target	State Target Met
Students with Disabilities Proficiency Rate for English/Reading	64.6%	67%	No
Students with Disabilities Proficiency Rate for Math	53.6%	69%	No

Results for 2004-2005 are not reported because the Virginia Alternate Assessment Program (VAAP) was revised in 2005 to reflect student achievement on aligned Standards of Learning (SOL) and because testing was done in grades 3, 5, 8 and end-of-course. The No Child Left Behind Act of 2001 required testing and scoring in grades 3, 4, 5, 6, 7, 8 and end-of-course.

Indicator 4a: Suspension/Expulsion

Percent of school divisions with significant discrepancy in the rates of suspensions and expulsions with children with disabilities for greater than 10 days in a school year.

	2004-2005 State Performance	2005-2006 State Performance	2005-2006 State Target	State Target Met
Student with Disabilities Receiving Long-Term Suspensions	13.6%	20%	12%	No
Students with Disabilities Receiving Expulsions	9.0%	14%	8%	No

Indicator 4b: Suspension/Expulsion by Race (Data will be reported in 2008)

Percent of school divisions with significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

Indicator 5: School Age Least Restrictive Environment (LRE)

Percent of children aged 6 through 21 with Individualized Education Programs (IEPs) that were removed from regular class less than 21% of the day; removed from regular class more than 60% of the day; and served in public or private separate schools, residential placements, or homebound or hospital placements.

	2004-2005 State Performance	2005-2006 State Performance	2005-2006 State Target	State Target Met
21% or Less of Time Outside Regular Classroom	56%	56%	58%	No
60% or More of Time Outside Regular Classroom	15%	14%	14%	Yes
Served in Separate Public or Private School, Residential, Home-Based or Hospital Facility	3%	3%	3%	Yes

Indicator 6: Preschool Least Restrictive Environment (LRE)

Percent of preschool children ages 2-5 with Individualized Education Programs (IEPs) who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

	2004-2005 State Performance	2005-2006 State Performance	2005-2006 State Target	State Target Met
Percent of Preschool Children who Received Special Education and Related Services in Settings with Typically Developing Peers	27%	30%	28%	Yes

Indicator 7: Preschool Outcomes (Data will be reported in 2009)

Percent of preschool children with Individualized Education Programs (IEPs) who demonstrate improved positive social-emotional skills (including social relationships), acquisition and use of knowledge and skills (including early language/communication and early literacy), and use of appropriate behaviors to meet their needs.

Indicator 8: Parent Involvement (Data will be reported in 2008)

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Indicator 9: Districts with Disproportionate Representation in Special Education and Related Services (Data will be reported in 2008)

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Indicator 10: Districts with Disproportionate Representation in Specific Disability Categories (Data will be reported in 2008)

Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Indicator 11: Timeline for Eligibility (Data will be reported in 2008)

Percent of children with parental consent to evaluate, who were evaluated and whose eligibility was determined within 65 business days.

Indicator 12: Part C to Part B Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an Individualized Education Program (IEP) developed and implemented by their third birthdays.

	2004-2005 State Performance	2005-2006 State Performance	2005-2006 State Target	State Target Met
Children Determined Eligible and IEPs Developed and Implemented by Their Third Birthdays	91.2%	89.3%	100%	No

Indicator 13: Secondary IEP Goals and Transition Services (Data will be reported in 2008)

Percent of youth aged 16 and above with an Individualized Education Program (IEP) that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

Indicator 14: Post-Secondary Outcomes (Data will be reported in 2009)

Percent of youth who had Individualized Education Programs (IEPs), who are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

Virginia's 2005-2006 State Performance Plan and Annual Performance Report can be found at www.doe.virginia.gov/VDOE/sess/spp/.

SPECIAL EDUCATION PERFORMANCE REPORT

Indicators and Targets Information



The Individuals with Disabilities Education Act (IDEA) requires each state to report to the public on state-level data and individual school division-level data and to report on whether the state and the divisions met state targets described in the state's special education State Performance Plan. Information on State Performance Plan indicators and on measurement against these state targets is provided in this document.

For 2007, states are only required to report data to the public on Indicators 1-6 and 12. Data on Indicators 4b, 8, 9, 10, 11, 12 and 13 will be reported in 2008. Data on Indicators 7 and 14 will be reported in 2009.

For Indicators 1, 5c and 12, data reported by some school divisions are very small numbers. Since division performance is reported as a percentage for these indicators, it is difficult to draw conclusions about the division performance where divisions may not have met the state target, because of the small numbers involved. The Virginia Department of Education (VDOE) or individual school divisions can answer questions about actual numbers used in calculations for certain indicators.

Indicator 1: Graduation

Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a Standard Diploma or Advanced Studies Diploma, compared with percentage of all youth in Virginia graduating with a Standard or Advanced Studies diploma

Data Source: VDOE End of Year Report

In Virginia's 2004-2005 State Performance Plan, a graduation rate/diploma rate for all students was calculated by identifying the number of students receiving an Advanced Studies Diploma or a Standard Diploma divided by the number of all students receiving diplomas (total number of Advanced Studies diplomas, Standard diplomas, Modified Standard diplomas, Special diplomas, certificates of attendance, and General Education Development [GED] certificates).

The graduation/diploma rate for students with disabilities was calculated by identifying the number of students with disabilities receiving an advanced studies diploma or a standard diploma divided by the number of all students with disabilities receiving diplomas (total number of Advanced Studies diplomas, Standard diplomas, Modified Standard diplomas, Special diplomas, certificates of attendance, and General Education Development [GED] certificates).

Indicator 2: Dropouts

Percent of youth with Individualized Education Programs (IEPs) dropping out of grades 7-12 compared to the percent of all youth in Virginia dropping out of grades 7-12

Data Source: VDOE End of Year Report

VDOE defines a dropout as an individual in grades 7-12 who was enrolled in school at some time during the previous school year and was not enrolled on October 1 of the current school year, or was not enrolled on October 1 of the previous school year although expected to be in the membership, has not graduated from high school or completed a state or district approved educational program and does not meet any of the exclusionary conditions: transfer to another public school district, private school or state or district approved education program, temporary school-recognized absence due to suspension, illness or death.

The dropout rate for students with disabilities was calculated by dividing the number of students with disabilities identified as dropouts by the number of students with disabilities enrolled in grades 7-12.

Indicator 3: Participation and Performance on Statewide Assessments

Participation and performance of children with disabilities on statewide assessments with the percent of districts meeting the state's Adequate Yearly Progress (AYP) objectives for the disability subgroup; and the participation rate for children with disabilities; and the proficiency rate for children with disabilities

Data Source: VDOE state assessment data

Measurement for youth with IEPs on assessment performance is the same measurement as for all youth for determining AYP for schools and school divisions under the No Child Left Behind Act. Virginia's annual measurable objectives (AMO) for students with disabilities are consistent with those for all students as described in Virginia's Accountability Workbook, which may be accessed at <http://www.doe.virginia.gov/VDOE/nclb/#csa>.

Indicator 4a: Suspension/Expulsion

Percent of school divisions with significant discrepancy in the rates of suspensions and expulsions with children with disabilities for greater than 10 days in a school year

Data Source: VDOE Discipline/Crime and Violence Report

Virginia identified school divisions as having a significant discrepancy when their rate of long-term suspensions (1) exceeds the rate for students without disabilities, (2) is greater than the state average and (3) has a number of long-term suspensions greater than three. The same analysis is used for identifying a significant discrepancy for expulsions.

Indicator 4b: Suspension/Expulsion by Race

Percent of school divisions with significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity

Data Source: VDOE Discipline/Crime and Violence Report

In order to identify significant discrepancies in the rates of long-term suspensions by race, the total number of suspensions of black students with disabilities was divided by the total number of suspensions for all students with disabilities to derive a percentage for each school division. That percentage was compared to the percentage that black students comprise of the total school population for each school division. If the difference between the two numbers exceeded five percent for a school division, that division was designated as having a significant discrepancy in rates of long-term suspensions for black students with disabilities.

The same process of analysis was applied to the expulsions for all school divisions. School divisions that exceeded a twenty percent difference between the expulsion rate of black special education students and blacks in the total school population were identified as having significant discrepancy.

Data will be reported to the public for Indicator 4b in 2008.

Indicator 5: School Age Least Restrictive Environment (LRE)

Percent of children aged 6-21 with IEPs that were removed from regular class less than 21 percent of the day; removed from regular class more than 60 percent of the day; and served in public or private separate schools, residential placements, or homebound or hospital placements

Data Source: December 1 Special Education Child Count

Data used for measurement against the state target are a percentage reflecting the amount of time students ages 6-21 receive special education outside the regular classroom.

Indicator 6: Preschool Least Restrictive Environment (LRE)

Percent of preschool children ages 2-5 with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings)

Data Source: December 1 Special Education Child Count

Data used for measurement against the state target are percent of preschool students receiving special education and related services in early childhood settings (not special education settings),

home, part-time early childhood (not special education settings)/early childhood special education settings and reverse mainstream settings.

Indicator 7: Preschool Outcomes

Percent of preschool children with IEPs who demonstrate improved positive social-emotional skills (including social relationships), acquisition and use of knowledge and skills (including early language/communication and early literacy), and use of appropriate behaviors to meet their needs

Data Source: School division submission

School divisions measure entry-level status for preschool students and will report improvement in the areas listed above. School divisions submit the written summary of their individual student record review to VDOE for analysis and determination as to the percent of preschool children with IEPs who demonstrate improved positive social-emotional skills (including social relationships); acquisition and use of knowledge and skills (including early language/communication and early literacy); and use of appropriate behaviors to meet their needs.

Data will be reported to the public for Indicator 7 in 2009.

Indicator 8: Parent Involvement

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities

Data Source: Parent Survey

Parents complete the survey disseminated by VDOE. VDOE analyzes data from surveys returned.

Data will be reported to the public for Indicator 8 in 2008.

Indicator 9: Disproportionality in Special Education and Related Services

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification

Data Source: School division submission

School divisions use an individual student record-review checklist to document that eligibility decisions were appropriately made based on pre-referral, general education instructional interventions. School divisions submit the written summary of their individual student record review to VDOE for analysis and determination as to which divisions have disproportionate representation that is a result of inappropriate identification.

Data will be reported to the public for Indicator 9 in 2008.

Indicator 10: Disproportionality in Specific Disability Categories

Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification

Data Source: School division submission

School divisions use an individual student-record review checklist for six designated disability categories (mental retardation, specific learning disabilities, emotional disturbance, other health impairments, autism and speech/Language Impairments) to document that eligibility decisions for the six designated disability categories were consistent with the definitions of those disability categories in state regulations.

Data will be reported to the public for Indicator 10 in 2008.

Indicator 11: Timeline for Part B Eligibility

Percent of children with parental consent to evaluate, who were evaluated and whose eligibility was determined within 65 business days

Data Source: School division submission

School divisions collect data on compliance with 65 day timelines. All divisions review individual student records for initial eligibility meetings. Data submitted to VDOE include the percentage of students meeting the required timelines.

Data will be reported to the public for Indicator 11 in 2008.

Indicator 12: Part C to Part B Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays

Data Source: School division submission

School divisions collect data on children served in Part C and referred to Part B for eligibility determination and IEP development. All divisions review individual student records for initial eligibility meetings and IEP meetings. Data submitted to VDOE include the percentage of students meeting the required timelines.

Indicator 13: Secondary IEP Goals and Transition Services

Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals

Data Source: School division submission

School divisions collect data on secondary transition IEP requirements. All divisions review individual student records for these IEP requirements. Data submitted to VDOE include the percentage of IEPs containing the required information.

Data will be reported to the public for Indicator 13 in 2008.

Indicator 14: Post-Secondary Outcomes

Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school

Data Source: School division submission

School divisions will conduct surveys with students who have left school. Survey results will be analyzed by VDOE to determine the percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Data will be reported to the public for Indicator 14 in 2009.